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ABSTRACT

The survey was designed to identify home economics related programs in community agencies in the central quadrant of the Syracuse City School District. Factual information and descriptive information about the programs and perceived program needs were gathered using the interview method. A grid was set up with four subject areas (food and nutrition; housing, furnishings, and equipment; clothing and textiles; and human development) located on the vertical axis and six content emphases (management, buymanship, leisure, careers, health and safety, and relationships) located on the horizontal axis making a total of 24 cells. This grid was used to classify cell(s) in which a given program operated (program instances) and to note the number of cells in which expressed needs were identified. Of 118 agencies identified, 102 were contacted and 44 had programs. Educational institutions and volunteer agencies provided the greatest percentage of programs (60 percent). Most program instances were in human development (36.5 percent) and food and nutrition (one-third). Program needs clustered around human development, career ladders, buymanship, and management. A detailed discussion of the findings and specific implications and recommendations are included. Appended are: listing of agencies by category, listing and description of programs by agency, letter of introduction, and references consulted. (Author/MS)

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Survey of Community Agencies

with

Home Economics Related Programs

Central

Quadrant

ED114662

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Syracuse City School District

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SURVEY OF COMMUNITY AGENCIES

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I INTRODUCTION

A. Purpose of the Survey

Optimum benefits are obtained from educational programs when the knowledge and skills gained are those that allow individuals and families to make progress toward satisfying their needs. Efforts must be made to provide greater correlation between the learning experiences offered within home economics and the living patterns of individuals and families in the Syracuse community. The community can provide a key link in this effort. Ongoing programs reflect, in varying degrees, the needs of the people they serve. Program coordinators of community agencies have some insights into community needs which are not presently being met. By obtaining a clearer picture of community programs in home economics related areas and the needs as perceived by program coordinators, home economics teachers can provide greater relevance in their own programs as well as encourage youth and adults to take advantage of those community programs sponsoring home economics related activities. Likewise community agencies could be more effective if more was known of the needs to be met and of the programs offered by the schools.

One recent survey by Gerald M. Gee, Urban Information Needs: A Replication, Report of the Syracuse/Elmira Study (Syracuse, N.Y.: Center for the Study of Information and Education, 1974) cited consumer problems, health, housing and household maintenance, and financial management as principal areas in which persons have difficulty. 59.9% of the questions or problems, cited unaided by interview respondents, were in these four home economics related areas. Gee's study did not identify the agencies and/or programs that dealt with the information needs cited.

Most information sources currently available in Syracuse provide descriptions of broad agency aims rather than the programs designed to meet specific community needs. If existing home economics programs in the Syracuse urban area are to be more effective, then the community agencies must be utilized as a link to understanding individual and family living patterns and needs. By determing what is actually going on in home economics related areas through interviews with community agency personnel, teachers will be provided with a realistic picture of existing community resources and the ways in which their programs are attempting to satisfy community needs.

The aims of the present survey are to:

a. Identify and compile a list of home economics related programs offered by community agencies in the Syracuse central quadrant. This list will include a description of each home economics related program.

b. Identify some unmet needs of individuals expressed by agency personnel.

I. Scope of the Survey

Because of limited resources the survey was conducted in that area of the city identified by the Syracuse City School District as the Central Quadrant (Fig. 1). Concentrating on only one quadrant would make it possible to contact every known agency. The rationale for surveying this particular quadrant was: a large concentration of service agencies is located within the central quadrant; nearly 10,000 students attend elementary, junior and senior high schools within this quadrant; a corresponding number of parents and/or other adults also live within these boundaries; and a large percentage of economically disadvantaged families live within the quadrant. The quadrant includes a cross section of the community including the central city, the inner city and one corridor near the city limits.

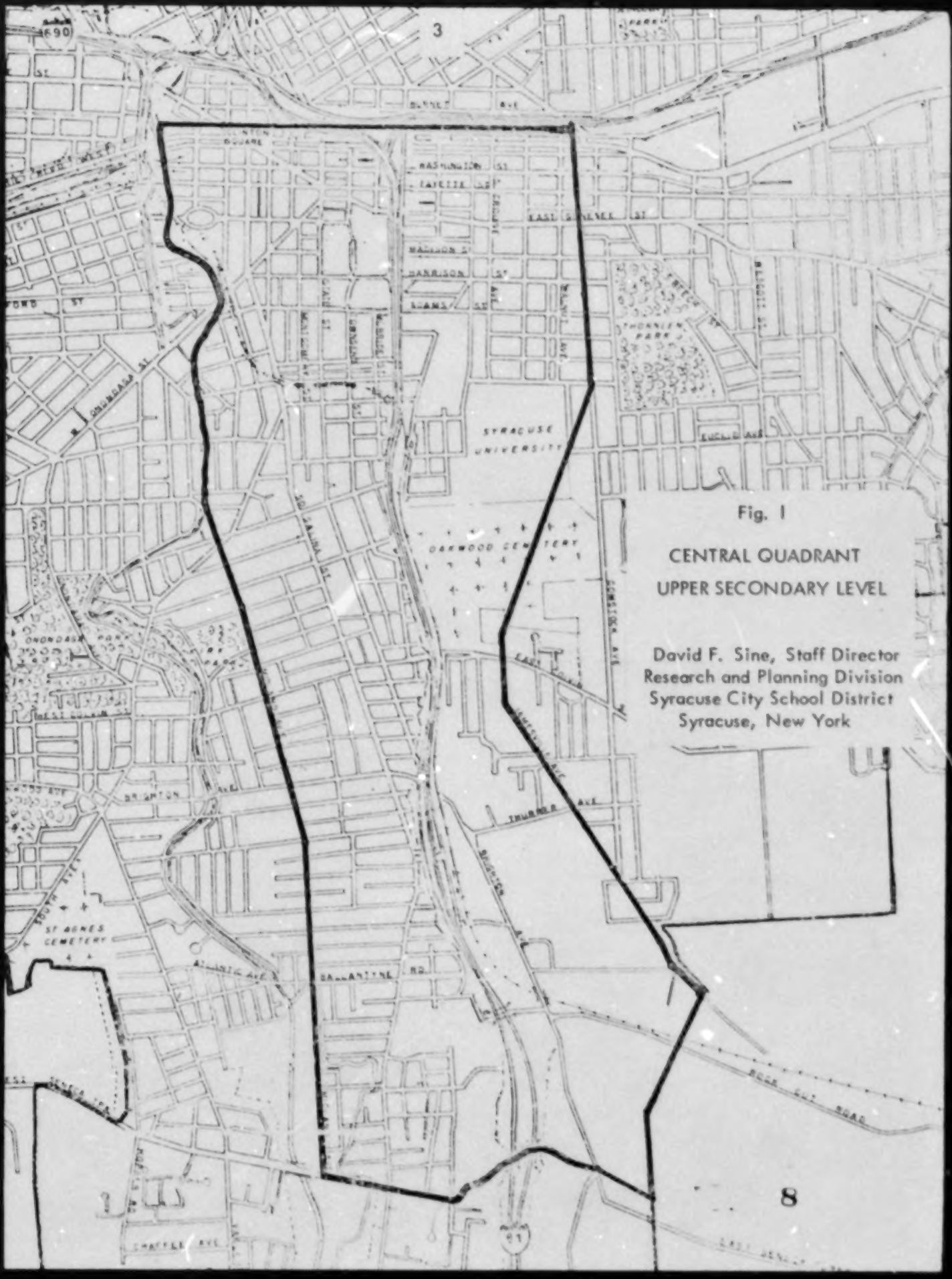

Fig. 1

CENTRAL QUADRANT

UPPER SECONDARY LEVEL

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A list of agencies meeting criteria 1 and 2 below was compiled from the 1973 Polk's Syracuse City Directory. Additional references were used to identify new agencies (Appendix D). Defunct agencies were eliminated as the survey progressed.

1. Address of Agency within the geographic boundaries of the central quadrant.

2. Agency non-commercial or non-profit in nature.

Further criteria for selection of agencies to be interviewed included:

3. Program responds to expressed need for assistance in or with home economics knowledge and/or skills.

4. Agency has specific program(s) serving adult or out=of-school youth. Programs serving this population were used in this study because they are closest to the upper secondary level in the schools.

5. Program has group activities. Although one-on-one counseling provides a valuable service, the study was confined to those programs with group activities.

6. Program is oriented toward the Syracuse community, not the state or national level.

7. Program was in effect or begun sometime during the period of July 1974-December 1974.

2. Limitations of the Survey

It should be pointed out that many agency programs outside the geographical boundaries of the central quadrant serve persons within the quadrant. There are also programs within the central quadrant that may draw participants from other areas of the city. This survey could not begin to identify the many interactions that occur between agencies outside the quadrant and individuals from the quadrant. It is not intended that this survey deal with programs in the central quadrant in any evaluative or qualitative terms. Rather this survey could be viewed as a step in developing a model to provide better coordination of home economics educational programs utilizing impact from the entire community.

B. Development of The Survey Instrument

The data to be collected is grouped into three parts:

1. Factual information about the agency - agency name, address, phone number, director, sponsor, program name, program coordinator staff participants.

2. Descriptive information about the home economics related programs.

3. Descriptive information about the program needs as perceived and expressed by agency personnel.

It was decided to gather all of the data by the interview method. An interview form was designed to record information about the agency. (Fig. 2) A grid was developed in order to classify descriptive information about the home economics related programs. This Program Description Grid was set up following Scope of Learnings for Homemaking-Family Living (Albany, New York: The University of the State of New York, The State Education Department, Division of Occupational Education Instruction, Bureau of Home Economics Education, March 1974, working draft). Subject areas: Food and Nutrition; Housing, Furnishings, and Equipment; Clothing and Textiles; and Human Development (which includes both Child Development and Family Relationships) are located on the vertical axis. Content emphases: Management, Buymanship, Leisure, Careers, Health and Safety, and Relationships are located on the horizontal axis. The grid was set up with four subject areas and six content emphases making a total of 24 cells. Each cell in this grid represents an optimum learning outcome aggregated and condensed by the researcher-surveyor (Fig. 3) after thorough examination of learning outcomes listed in Scope of Learnings Levels I-V. This grid would be used to classify cell(s) in which a given program operated (referred to in future text as "program instances"). The grid would also be used to note the number of cells in which needs expressed by agency personnel were identified.

AGENCY NAME _____

CITY AGENCY INTERVIEW FORM

Date of first contact _____ Phone ☐ Person ☐ Date of interview: _____

Name of person interviewed: _____ Position: _____

A. GENERAL INFORMATION

Program Name: _____

Address: _____ Phone number: _____

Director: _____ Sponsor: _____

Staff: Professional ☐ Paraprofessional ☐ Volunteer ☐ Number: _____

Participants: M ☐ F ☐ Adults ☐ Youth ☐ Both ☐ Number: _____

Program: Meet ☐ on ☐ off premises

Number of sessions: _____ Length of sessions: _____

Descriptive/informative materials: Yes ☐ No ☐

B. PROGRAM DESCRIPTION GRID

Content Emphasis

Subject Area Area	A. Management Management	B. Buymanship	C. Leisure	D. Careers	E. Health & Safety	F. Relationships
I Food and Nutrition	IA	IB	IC	ID	IE	IF
II Housing, Equipment, Furnishings	IIA	IIB	IIC	IID	IIE	IIF
III Clothing & Textiles	IIIA	IIIB	IIIC	IIID	IIIE	IIIF
IV Human Development	IVA	IVB	IVC	IVD	IVE	IVF

C. PERCEPTION OF PROGRAM NEEDS

_____

_____

_____

Fig. 2

Optimum Learning Outcomes Grid
Aggregated and Condensed from Scope of Learnings

Content Emphasis				
Subject Area	A. Management	B. Buymanship	C. Leisure	
I Food and Nutrition	Efficient organization and preparation of nutritious meals for the family	Possess sound judgement in making food purchases and in selecting kitchen equipment and furnishings	Uses food appropriately in leisure time activities	Is awa relate ing re Unders ing th relate
II Housing Furnishings and Equipment	Utilizes principles of management in planning, buying, and organizing housing for the family	Has sound judgement in allocating resources for housing and home furnishings	Considers home decorating and improvement as leisure activi- Plans for leisure activities for the family	Is awa housin equip ing re Unders ing th in ho
III Clothing and Textiles	Manages resources in selecting, constructing, and caring for garments	Uses judgement in planning comparing and buying (or financing)	Enjoys sewing as a leisure time activity	Is a cloth the t for e Unders ing t Jobs occup
IV Human Development	Knows and uses principles of management in personal and family living at varying stages of the family	Exercises sound judgement in family expenditures in relation to family resources Recognizes family's influence on the national economy	Recognizes the family's role and responsibility in developing appropriate leisure activities	Is aw child manag commu ing r

Fig. 3

Content Emphasis			
. Leisure	D. Careers	E. Health and Safety	F. Relationships
Uses food appropriately in leisure time activities	Is aware of careers in food related areas and the training required in each Understands factors affecting the job market in food related occupations	Uses good sanitation safety, and health practices in family meal planning and preparation	Awareness of the contribution that food related activities make to family living
Considers home decorating and improvement as leisure activi- Plans for leisure activities for the family	Is aware of careers in housing, furnishing, and equipment and the training required for each Understands factors affecting the availability of jobs in housing related areas	Uses good sanitation safety, ecology, and health practices in the home environment	Awareness of housing as an expression of family values, standards, and culture, as well as housing as an influence on family well-being
Enjoys sewing as a leisure time activity	Is aware of careers in clothing related areas and the training requirements for each Understands factors affecting the availability of jobs in clothing related occupations	Uses good health and safety practices in selection, care, and wearing of clothing	Aware of family values and goals related to clothing Understands how economic conditions influence fashion trends
Recognizes the family's role and responsibility in developing appropriate leisure activities	Is aware of careers in child development, money management, and family and community health and training requirements for each	Recognizes that the development of the family relies on sound health and safety practices and plans Aware of family health needs at varying stages of family life cycle	Able to communicate with self and others in family and in greater community Realizes individual goals and values, and family goals and values in terms of societal needs

The interview form was tried out with several persons including a home economics teacher, a guidance counselor, and one agency program coordinator. This interview form was then revised.

The researcher-surveyor conducting the interviews is a home economics educator with a master's degree in instructional technology. She has participated in the development of and conducted several surveys using an interview technique. This previous experience with interview projects and experience as a home economics teacher enabled her to place the responses in their proper cells on the Program Description Grid. Because all agencies representatives were interviewed by the same person, a level of consistency was maintained.

C. Collection of Data

After it was determined that an agency was located within the geographical boundaries of the central quadrant and was non-commercial or non-profit in nature, the researcher-surveyor made an initial contact with an agency representative by phone or in person. The purpose of the study was explained. It was then determined whether the agency had a program meeting the specified criteria If the agency's program did not meet the criteria for inclusion in the study the contact was amicably terminated. If the agency's program(s) met the criteria, an appointment was arranged for an interview or the interview was conducted then. A letter of introduction and explanation was presented at the beginning of the interview (Appendix C). It was explained that an interview form would be used by the researcher-surveyor. The researcher-surveyor either handed a copy of the interview form to the person being interviewed and explaining again how the data would be used or using the interview form as a guide, took brief notes and filled out the form after the interview ended. An interview form was filled out for each agency program relating to home economics.

I. Recording The Data

Section A. GENERAL INFORMATION was completed with factual information about the agency.

Section B. THE PROGRAM DESCRIPTION GRID was used by the researcher-surveyor to record the following data:

1. Program instances (noted by the symbol P). For example, when asked by the researcher-surveyor to describe a program, one interviewee responded: "One topic that has been covered this fall is Care of Your Body - Nutrition and Health Practices." The researcher-surveyor noted the symbol (P) in cell IE, which is the intersection of Food and Nutrition (Subject Area) with Health and Safety (Content Emphasis), to show one program instance in that cell. Another program, however, might function in several cells of the PROGRAM DESCRIPTION GRID. The following shows how one program may account for several program instances. One interviewee responded: "The program here in child development covers many areas related to home economics. We continually focus on the child in the family setting (researcher-surveyor notes (P) in cell IVF, Human Development with Relationships); we did a session on toy safety (notation in cell IVE, Human Development with Health and Safety) and then we got into an informal discussion on children's clothes (Clothing and Textiles with Health and Safety). Further notes describing the program were taken on the back of the interview form and other materials collected. These were materials to be used in writing the description of each program.

2. Interviewee's expressed program needs (noted by the symbol N) were identified by cell in the same way as program instances. Section C. was used as well to record a specific explanation of each need expressed by agency personnel.

The researcher-surveyor checked with each interviewee any unclear program instances and/or expressed needs and made appropriate changes on the interview form. Additional data were noted on the back of the interview form, descriptive and/or informative materials attached and the interview concluded.

II.

II FINDINGS

A. Listing and Description of Home Economics Related Programs by Agency

The major product of the survey was to compile a list of agencies in the central quadrant with programs related to home economics. A listing and description of these programs was compiled from the interview forms(Appendix A), alphabetically by agency. The agency address, phone number, and director are listed beneath the agency name. Home Economics related program(s) for each agency are identified by program name and coordinator. A brief description of each program is given as well as the cell(s) in which the program operates. For example: Food and Nutrition-Buymanship would indicate a program instance in cell IB. Availability of descriptive materials is noted. An index to all programs precedes the list. This index categorizes programs by the home economics related subject area and content emphasis in which the program operates.

The information found in this listing and description of home economics related programs can be immediately useful to the home economics teacher in at least three ways:

1. Program coordinators dealing with and/or knowledgeable about a specific home economics subject area can be located and possibly used as a resource person in the classroom.
2. Referrals of adults and out-of-school youth to specific home economics related programs can be made.
3. Participation in home economics related programs can be suggested as a wise use of leisure time for all family members.

B. Principal Agency Categories

Table 1 lists the categories that were identified during the survey. The total number of agencies in each category is divided into three groups: A. the number of agencies without home economics related programs, B. the number of agencies that could not be contacted; and C. the number of agencies with home economics related programs. The total number of home economics related programs is identified by agency category (page 13).

The total population of agencies is listed by category in Appendix B. Out of 118 agencies identified, 16 agencies could not be reached by phone or by repeated visits to the location or through inquiries made of neighbors and adjacent businesses. Fifteen (15) other agencies had moved out of the central quadrant and thus no longer met the criteria for inclusion in the study.

It should be noted that the number of home economics related programs in Table 1 is greater than the number of agencies. Agencies sponsoring one home economics related program often sponsor other home economics related programs. As shown by Table 1 the majority of home economics related programs are provided by category 1 Educational Institutions (23programs) and category 6 Volunteer Agencies (21 programs). These accounted for 60% of all home economics related programs. The 22 agencies offering 60% of the home economics related programs are about 50% of all the agencies offering programs and about 19% of all agencies identified in the survey.

TABLE I

Total Number of Central Quadrant Agencies by Category and Group

Category Name	Total Number of Agencies	A. Agencies no Programs	B. Agencies not Contacted	C. Agencies with Program	Total Number of Home Economics Related Programs by Category
1. Educational Institutions	12	6	6	6	23
2. Religious Organizations	44	20	15	9	12
3. Government Agencies	20	15	---	5	6
4. Libraries	2	1	---	1	3
5. Health Agencies	6	2	1	3	4
6. Volunteer Agencies	22	6	---	16	21
7. Legal Agencies	4	4	---	---	---
8. Day Care Parent Groups	8	4	—	4	4
Total	118	58	16	44	73

C. Number of Home Economics Related Program Instances and Expressed Program Needs by Cell

Table 2 below shows the total number of program instances (P) and program needs expressed by agency personnel (N) by cell. This data provides a picture of the areas emphasized by home economics related programs in the central quadrant.

TABLE 2

Total Number of Program Instances (P) and Expressed Program Needs (N) by Cell

	Content Emphasis					
Subject Area	A. Management	B. Buymanship	C. Leisure	D. Careers	E. Health & Safety	F. Relationships
I Food and Nutrition	P - 13 N - 7 IA	P - 10 N - 10 IB	P - 11 N - 1 IC	P - 18 N - 7 ID	P - 15 N - 1 IE	P - 16 N - 0 IF
II Housing Furnishings and Equipment	P - 10 N - 7 IIA	P - 7 N - 10 IIB	P - 6 N - 1 IIC	P - 4 N - 6 IID	P - 3 N - 2 IIE	P - 3 N - 0 IIF
III Clothing and Textiles	P - 11 N - 5 IIIA	P - 6 N - 8 IIIB	P - 8 N - 1 IIIC	P - 5 N - 6 IIID	P - 3 N - 1 IIIE	P - 2 N - 0 IIIF
IV Human Development	P - 7 N - 5 IVA	P - 3 N - 4 IVB	P - 5 N - 1 IVC	P - 5 N - 7 IVD	P - 13 N - 3 IVE	P - 49 N - 32 IVF

Total Program Instances (P) = 223 Total Expressed Program Needs (N) = 124

D. Percentage of Home Economics Related Program Instances and Expressed Program Needs by Cell

Table 3 shows the percentage of program instances (P) and expressed program needs (N) by cell (page 16).

Several specific findings related to program instances (P) are:

a. The Subject Areas of Food and Nutrition and Human Development (including each Content Emphasis) accounted for 37.4% and 36.5% respectively of the total percentage of program instances.

b. Relationships (including each Subject Area) accounted for 31% of the total percentage of program instances by Content Emphasis.

c. Cell IVF (Human Development - Relationships) contains a disproportionate percentage of program instances (21.9%). There is evidently a great demand for programs in this area.

d. Careers (including each Subject Area) accounted for 9.7% of the total percentage of program instances by Content Emphasis.

Several specific findings related to expressed program needs (N) are:

a. The emphases Management, Buymanship, Careers, and Relationships accounted for 22%, 25.6%, 23%, and 25%, respectively, of the total percentage of expressed program needs by Content Emphasis. The percentage of expressed needs in the emphases Management, Buymanship, and Careers was greater than the percentage of program instances in these areas.

b. The emphases Leisure and Health and Safety accounted for only 3.2% and 4% respectively of the total percentage of expressed program needs by Content Emphasis. This may indicate that needs in this area are satisfied to a large degree.

c. Human Development (including each Content Emphasis) accounted for 42.5% of the total percentage of expressed needs by Subject Area. One cell, Human Development - Relationships contained 25% of all expressed program needs. This indicates that although programs are functioning in this area there are still needs not being met.

d. No expressed program needs were cited in cells IF (Food and Nutrition-Relationships), IIF (Housing, Furnishings and Equipment - Relationships), and IIIF (Clothing and Textiles - Relationships). This could indicate several things. There could be no needs for programs; the needs have been satisfied by existing programs - either in schools or community agencies; or the needs may not have been identified.

TABLE 3

Percentage of Total Program Instances (P) and Total Expressed Need (N) by Cells

Subject Area	Content Emphasis A. Management	B. Buymanship	C. Leisure	D. Careers	E. Health and Safety	F Relationships	Total Percentage by Subject Area
I Food and Nutrition	P - 5.8% N - 7.1% IA	P - 4.4% N - 8.0% IB	P - 4.9% N - .8% IC	P - 3.5% N - 7.0% ID	P - 6.7% N - .8% IE	P - 7.1% N - 0 IF	P - 37.4% N - 23.0%
II Housing Furnishings and Equipment	P - 4.4% N - 7.1% IIA	P - 3.1% N - 8.0% IIB	P - 2.6% N - .8% IIC	P - 1.8% N - 4.3% IID	P - 1.3% N - 1.2% IIE	P - 1.3% N - 0 IIF	P - 15.9 % N - 21.0%
III Clothing and Textiles	P - 4.9% N - 4.0% IIIA	P - 2.6% N - 6.4% IIIB	P - 3.5% N - .8% IIIC	P - 2.2% N - 4.8% IIID	P - 1.3% N - .8% IIIE	P - .8% N - 0 IIIF	P - 15.3% N - 16.0%
IV Human Development	P - 3.1% N - 4.0% IVA	P - 1.3% N - 3.2% IVB	P - 2.2% N - .8% IVC	P - 2.2% N - 7.1% IVD	P - 5.8% N - 2.4% IVE	P -21.9% N -25.0% IVF	P - 36.5% N - 42.5%
Total Percentage by Content Emphasis	P -18.0% N -22.0%	P -11.0% N -25.6%	P -13.0% N - 3.2%	P - 9.7% N -23.0%	P -15.0% N - 4.0%	P -31.0% N -25.0%	

There is a considerable quantity of data on program instances and expressed program needs by agency category. To array this data would require more time than the project duration. However, the data can be usefully summarized: Program instances (P) were evenly distributed over the entire PROGRAM DESCRIPTION GRID for Day Care Parent Groups (category 8). Educational Institutions, Religious Organizations, Health Agencies, and Volunteer Agencies (categories 1, 2, 5and 6) had a higher percentage of program instances in cell IVF (Human Development - Relationships) although Education Institutions and Volunteer Agencies displayed an otherwise relatively even distribution of program instances. Governmental Agencies (category 3) had a high percentage of program instances in all cells relating to the Food and Nutrition Subject Area. No clear pattern could be seen in the Libraries and Legal Agencies categories.

E. Home Economics Related Program Needs as Perceived by Agency Personnel

There was definite clustering of program needs mentioned by agency personnel and listed by the researcher - surveyor on the survey form. The following list provides a more specific identification of needs than can be seen in Tables 2 and 3.

1. Human Development, specifically:
   a. Personal and family relations
   b. Human sexuality
   c. Sex education for parents
   d. Self concept
   e. Personal responsibility
   f. "Parenting" skills

2. Career Ladders in Home Economics related areas

3. Buymanship, specifically:
   a. shopping skills
   b. reading advertisements

4. Management specifically:
   a. money management
   b. basic economics

F. SUMMARY

The survey was designed to identify home economics related programs in community agencies in the central quadrant of the Syracuse City School District. Of 118 agencies identified, 44 agencies had home economics related programs meeting the specified criteria. Eight Categories were identified: Educational Institutions, Religious Organizations, Government Agencies, Libraries, Health Agencies, Volunteer Agencies, Legal Agencies, and Day Care Agencies. The Educational Institutions and the Volunteer Agencies provided the greatest percentage of programs in home economics related areas (60)%.

The researcher - surveyor obtained data on each agency having a home economics related program. A listing and description of these programs was compiled and can be found in Appendix A. The list includes information on the agency (name, address, phone number, and director) and on the specific program (name, coordinator, brief program description, program instances by cell, and the availability of descriptive materials). An index, reference by Subject Area-Content Emphasis preceeds the list. Such an arrangement will assist teachers, counselors and other interested persons in locating programs.

Data gathered from the survey form provided a general picture of home economics areas emphasized in central quadrant agency programs. 36.5% of the total program instances (P) were cited in the overall Subject Area of Human Development; 21.9 % of these program instances occured within the Relationship cell. 42% of the total expressed program needs (N) were cited in the overall Subject Area of Human Development; 25% of these needs were identified within the Relationship cell. More than one third of all Program instances occured in the overall Subject Area of Food and Nutrition. The percentage of expressed program needs in the Content Emphasis Careers was greater than was the instance of program activities.

General perceptions of program needs cited by agency personnel clustered around human development, career ladders, buymanship, and management.

G. Implications

Specific implications drawn from the current survey are:

1. There is a disproportionate percentage of program instances and expressed program needs in the area of Human Development- Relationships. Apparently needs in this area are not being met by current programs. Home Economics teachers should examine their own efforts in this area and determine where needed emphases might be incorporated in on-going programs.

2. There is an indicated need for programs focusing on the Content Emphasis Careers, in all subject areas. Although new teaching/learning materials are available on home economics related careers, a need still exists for more significant information in this area. Both new resources and different strategies must be identified if needs are to be satisfied in this area.

3. The Content Emphases Management, Buymanship, and Careers account for a disproportionate ratio of expressed program needs to program instances. This may indicate that needs are not being met in these areas. Home Economics teachers should examine the kinds of experiences presently included in their programs and should make attempts to clarify the needs of students in these areas.

4. The Content Emphasis Leisure has a higher percentage of program instances than expressed program needs. Need for programming in this area is apparently being met. Yet, there is an indicated need for programs in the Management and Buymanship Content Emphases. Possibly, wise use of leisure time has not been coordinated with the Management and Buymanship Emphases. Home Economics teachers might well deal with this possibility in their own development of teaching/learning experiences within the Leisure Emphasis.

5. A study of the cells relating to Clothing and Textiles on the Program Description Grid clearly indicates that emphases need to be considered when designing teaching/learning situations. Although total program instances and expressed needs appear to be similar, the individual cells are quite dissimilar.

6. The information contained in this survey should be made available to all those responsible for secondary school curriculum development. Careful study of the Program Description Grid may provide insight into needs identified by agency personnel within the central quadrant of Syracuse.

1.1. Recommendations for Further Research

Some suggestions for further research related to this survey are evident:

1. The scope of the study should be expanded to include the entire geographic area served by the Syracuse City School District.

2. The scope of the study should be expanded to include the expressed needs of individual participants in addition to agency personnel. This would allow a more precise determination of needs in home economics related programs from the adult and out-of-school youth population.

3. Programs serving in-school youth in home economics related areas should be included in any further study.

4. Agencies serving participants in a one-on-one format in home economics related areas should be included.

5. The impact of community agency programs in home economics related areas should be determined. Data on the number of persons served by a particular program are needed. More importantly, however, is the rationale for participant's leaving or discontinuing a particular program(eg. needs could be satisfied, disenchantment with the program could occur, personal reasons might exist).

6. Programs of community wide agencies such as radio and television stations and newspapers should be included.

These suggestions would bring closer the development of a model whereby the total community educational program could be designed to satisfy needs.

APPENDIX A

Listing and Description of Home Economics Related Programs

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AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
Accord Senior Citizens 264 East Onondaga Street 422-2331 Rhoda Holt	Accord Task Force Program Rhoda Holt	Task forces deal with issues concerning older adults in Syracuse. Presently operating are task forces in housing, consumer discounts, health and other areas. (Food and Nutritition - Buymanship, - Health and Safety: Housing, Furnishings and Equipment - Mangement,- Buymanship, - Relationships) Descriptive material available
Adult Basic Learning Center 644 Madison Street 478-5603 William Jacques	Life - Skills Class Betty Levy	Class focuses on the skills needed for living in society - particularly problem solving. (Human Development - Relationships) Descriptive material available
Better Business Bureau 120 East Washington Street 479-6635 William Lukas	Consumer Advisory Council Programs William Lukas	Centers on consumer education; deals with such topics as: product packaging, labeling, and safety. (Food and Nutrition, Housing, Furnishings and Equipment, Clothing and Textiles, Human Development - Buymanship,- Health and Safety). Descriptive materials available
Boy's Club of Syracuse 430 East Genesee Street 472-6714 Donald B. Wittman	Arts and Crafts Recreation Harold Schure	Predominently recreational program for male youth has as a primary focus the development of the person: personal growth, group interaction, and family relations. (Human Development - Leisure ; Health and Safety,- Relationships)

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
Catholic Charities Family Life Division 240 East Onondaga Street 422-3175 Sister Margaret Tierney	Pre-Marriage Conferences Sister Margaret Tierney	Non-ecumenical group deals with areas of family development, sex education, and other topics relating to marriage. (Housing, Furnishings and Equipment - Management, Human Development -Relationships) Descriptive materials available
Catholic Charities Keener Seniors Program 264 East Onondaga Street 422-4642 Joseph Braverman	Title VII Nutrition Program Joseph Braverman	Provides nutritious meals as well as well as educational and social programs for older adults. (Food and Nutrition - Health and Safety, Human Development - Relationships)
Catholic Charities 240 East Onondaga Street 422-5809 Cheryl Riggs	SUPPORT Sheila Shattuck Mary Deitrick	Provides pregnancy counseling for women in areas related to human development and human sexuality. (Human Development - Relationships) Descriptive materials available
Debt Counseling Service of Syracuse 114 South Warren Street 474-6026 John DeVoy	Speaker's Program John DeVoy	Available to discuss credit and money management with a special emphasis on budgeting. (Food and Nutrition - Management, Housing, Furnishings and Equipment - Management, Clothing and Textiles - Management, Human Development - Management) Descriptive material available

AGENCY NAME -ADDRESS PHONE - DIRECTOR	PROGRAM NAME COORDINATOR	PROGRAM DESCRIPTION
Dunbar Association 1453 South State Street 476-4629 Mary Pegram	Concerned Mother's Club Merritt Fletcher	Program concentrates on areas of child development and family and community relations. (Human Development - Relationships) Descriptive material available
Dunbar Association	Career Planning Day Merritt Fletcher	Youth program centers on careers in various fields, and the type of skills, training and/or education required for each. Provides opportunity to gain skills in job application and interviewing. (Food and Nutrition - Careers, Housing, Furnishings and Equipment - Careers, Clothing and Textiles - Careers; Human Development - Careers) Descriptive material available
Family Service Center 302 Burt Street 475-0144 Florence Williams	Nursery School Parent Group Florence Williams	Parents focus on child development and family relationships. (Human Development - Relationships)
First Methodist Church 317 East Jefferson Street 472-7091 The Rev. Irving Hill	Young Adult Program Kay Ottman Richard Ottman	Discussions center around inter-personal relations, living in today's society, and lifestyle options for the young adult. (Human Development - Relationships)

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
Home Aids of Central New York 1001 South McBride Street 478-8213 Ernestine Long	McBride Street Coffee House for Senior Citizens Helen Goldsmith	Provides social interaction via a Title VII lunch program and leisure activities which include crafts, sewing, and making accessories for the home. The program utilizes Cooperative Extension Expanded Food and Nutrition Program in providing tips on economical and healthful meal planning and preparation. (Food and Nutrition - Health and Safety; Clothing and Textiles - Management, - Leisure; Housing, Furnishings and Equipment - Leisure; Human Development - Relationships)
Jewish Family Service Bureau 502 South Warren Street 474-4249 Kenneth Roth	Kosher Meals -On- Wheels Kenneth Roth	Provides social interaction with and good nutrition for elderly orthodox Jewish persons unable to prepare their own meals. (Food and Nutrition - Health and Safety, Human Development - Relationships)
Meals on Wheels 300 Burt Street 478-5948 Esther McGowen	Meals on Wheels Esther McGowan	Provides nutritious meals and social interaction for senior citizens, persons temporarily indisposed following surgery, illness or accident, and the chronically ill. (Food and Nutrition - Health, Human Development - Relationships) Descriptive material available

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
MECCA Senior Citizen Program 215 East Jefferson Street 472-7011 The Rev. Betty Schiess	Luncheon Program Wilhemina Neilsen	Senior Citizen volunteers, under the direction of an experienced cook, prepared and served nutritious but varied meals. (set tables, made decorations) to a group of indisposed elderly. The program provided social interaction for volunteers and an eating experience with dignity for indisposed elderly. (Food and Nutrition - Management, - Leisure,-Health and Safety; Human Development - Relationships)
Mental Health Association of Onondaga County 700 East Water Street 475-1743 Ed Herrimann Anita Landau	Parent and Child Kathryn Bosch	Course designed to increase sensivity and closeness of parents with their children through more effective methods of communication. (Human Development - Relationships) Descriptive material available
Mental Health Association of Onondaga County	Parents Are Teachers Roberta Serlin	Course designed to help parents learn to be more effective teachers of their children. The program is based on the use of positive reinforcement as a teaching method. (Human Development - Relationships) Descriptive material available

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
Near East Side Adventures 1085 East Genesee Street 472-6361 Willis Clark	Parent Program Jane McArthur Dolly J. Vania	Serves adults by providing social, educational and recreational opportunities while their children are involved in the pre-school program. Program includes: Nutrition, sewing, home management, crafts, recreation, and family and child development. (Food and Nutrition - Buymanship, - Leisure, - Health and Safety; Clothing and Textiles - Leisure, Human Development - Relationships)
Near East Side Adventures 819 Madison Street 478-0901 Mr. Willis Clark	Senior Citizen Group Esther Green	Coordinates with Keener Senior's Title VII lunch program to provide nutritious meals in an environment where social interaction can take place. (Food and Nutrition - Health and Safety, Human Development - Relationships) Descriptive material available
New Jerusalem Church of God 1641 South Salina Street 478-3282 The Rev. Thornton Jones	Men's Group The Rev. Thornton Jones	Discussion centers on home life and human relations. (Human Development - Relationships)
New Jerusalem Church of God	Women's Group The Rev. Thornton Jones	Discussions center on home life, personal relations, nutrition and child rearing. (Food and Nutrition - Health and Safety, Human Development - Health and Safety, - Relationships)

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
New York State Department of Mental Hygiene 716 East Genesee Street 473-4953 Dr. Stephen Driscoll	Workshop in Human Relations - Communications Thelma Fitch	Provide educational experience in human relations - communication on a non-credit basis. (Human Development - Relationships) Descriptive material available
New York State Youth Counseling Division 333 East Washington Street 473-8023 William Knapp	Parent Group William Knapp	Deals with family structure and relationships to enable the parents to better accept their child or youth returning from a correctional institution. (Human Development - Relationships)
Office of Consumer Affairs 420 Washington Street 473-3240 Roberta Wielozynski	Speaker's Program Tony Carguello	Works with any age on tipics concerning the consumer. Provides some basic consumer education. (Food and Nutrition - Buymanship, Housing, Furnishings and Equipment - Buymanship, Clothing and Textiles - Buymanship) Descriptive material available
Park Central Presbyterian Church 504 East Fayette Street 475-1677 The Rev. Bradford Pusey	Thursday Afternoon Class Dorothy Rose	Group discussion centers around topics such as personal growth and transactional analysis for couples. (Human Development Relationships)

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
P.E.A.C.E., Incorporated Southeast Neighborhood Center 111 Furman Street 475-8996 Stan Holness	Girls - Self Improvement Ruby Beal	Programs on grooming, boy-girl relationships, sewing, and other topics of interest to the teenage girl. (Clothing and Textiles - Management, Human Development - Health and Safety, - Relationships)
P.E.A.C.E., Incorporated All Saints Head Start Center 1800 South Salina Street 475-0176 Glen Brown	Parent Group Raphaella Banks	Programs and discussions center around child and family development. (Human Development - Relationships)
Planned Parenthood 1120 East Genesee Street 475-3193 Dr. Ellen Fairchild	Sex Education Program Karen Anderson	Provides classes in sex education and human sexuality for any age group. Special sessions for groups can be arranged on such topics as: dating, pregnancy, marriage, and birth control. (Human Development - Health and Safety, - Relationship) Descriptive material available
Plymouth Congregation Church 232 East Onondaga Street The Rev. Fred Lorry	Adult Current Topics Discussion Group The Rev. Fred Lorry	Discussion centers on topics of current interest to adults in the group. Recent topics have been: international human relations, women's movement. (Human Development - Relationships)
Plymouth Day Care Center 232 East Onondaga Street Stephani Bruni	Parent Group - Plymouth Day Care Stephani Bruni	Group discussion centers on topics related to child development within the family. (Human Development - Health and Safety- Relationships)

AGENCY NAME - ADDRESS PHONE -DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
Onondaga County Neighborhood Health Center 819 South Salina Street 476-7921 Dr. Robert Austin	Soft Tissue Clinic Viola Chisholm	A health-education oriented program for senior citizens to increase their awareness of changing physical needs with increasing age. (Human Development - Health and Safety)
Rescue Mission Community Centers 1029 Montgomery Street 476-7613 Barbara Wagner	Montgomery Street Center - "Brigade' and 'Pioneer Girls" programs Barbara Wagner	Youth program focuses on personal growth and responsibility, family cohesion and identity, and social development in groups. (Human Development - Relationships)
Salvation Army 749 South Warren Street 475-1688 Grace Young	Golden Age Club Barbara Salvatore	Provides social interaction and personal growth through crafts and recreation, Title VII lunch program and group discussions centering around issues affecting older adults. (Food and Nutrition - Leisure, - Careers, - Health and Safety; Housing, Furnishings and Equipment - Leisure; Clothing and Textiles - Leisure; Human Development - Leisure, - Relationships)

AGENCY NAME -ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
Syracuse City School District: · Department of Home Economics T-House Program 644 Madison Street 474-6031 - Ext. 203 Margaret Dewar	T-House South Outreach Program Coby Bunch	Program for adults emphasizes consumer and home making knowledge and skills. Provides a weekly T-House session at the Dunbar Association. (Food and Nutrition - all emphases, Housing, Furnishings and Equipment - all emphasis, Clothing and Textiles - all emphases, Human Development - all emphases) Descriptive material available
Syracuse City School District Continuing Education 258 East Adams Street 475-7271 Hans H. Lang	General Interest Classes Dr. Daniel Apling	Avocational and general interest classes are offered at different sites throughout the city. Courses this fall include: auto repairs for women, furniture refinishing, quilting, sewing, and tailoring. (Food and Nutrition - Leisure; Housing, Furnishings and Equipment - Management, Buymanship; Clothing and Textiles - Management. - Leisure) Descriptive material available
Syracuse City School District Continuing Education	Occupational Class Tailoring for Men Vernon Whitmer	Course deals with specific skills and abilities required to obtain employment in the clothing industry. (Clothing and Textiles - Manage - ment, Careers) Descriptive material available
Syracuse City School District Special Projects Pre-Kindergarten Program 910 Erie Boulevard, East 474-6031 Lillian Feldman	Pre-Kindergarten Parent Groups Lillie Field	Food and Nutrition - all emphases, Housing, Furnishings and Equipment - all emphases, Clothing and Textiles - all emphasis, Human Development - all emphases) Descriptive material available

Syracuse Housing Authority 516 Burt Street 475-6181 Fred Murphey	Cracker Barrel Program Jill Coy	Program focuses on health and nutrition questions and problems faced by the elderly citizens in Syracuse Housing Authority facilities - A cooperative program by Syracuse Housing Authority, Onondaga County Health Department, Accord subcommittee on Health and Onondaga County Cooperative Extension. (Food and Nutrition - Health and Safety)
Syracuse Housing Authority	Cooperative Extension Expanded Food and Nutrition Education: Cooking for One or Two in the Senior Years Betty Massett	Demonstration - Informal preparation of recipes for one or two persons provides an avenue for nutrition education as well as for hints on buying and using foods economically. (Food and Nutrition - Management, - Buymanship, - Leisure, - Health and Safety - Relationships) Descriptive material available
Syracuse Public Library 327 Montgomery Street 473-4489 H. J. McCormick	Adult Programs Florence Kramer	Programs presented on such topics as environmental decoration, antiques, and sewing tips with discussions following. A resource list compiled by the library is available. (Housing, Furnishings and Equipment - Management, - Leisure; Clothing and Textiles - Management, - Leisure) Descriptive material available
Syracuse University College for Human Development Children's Center 1085 East Genesee Street 423-3023 Dr. Ron Lally	Children's Center Parent Group Lucille Smith	Discussion of topics such as: child nutrition, child development - learning, developmental stages, and sex education for children. (Food and Nutrition - Health and Safety, Human Development - Health and Safety, - Relationships)

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
University College Continuing Education 213 Midtown Plaza 423-3291 Frank Funk	Communications Levi Smith	Course provides educational experience in human relations and communication at the college level.(Human Development-Relationships) Descriptive material available
University College Continuing Education for Women 610 East Fayette Street 423-3294 Mary Iverson	Creative Problem Solving and Decision Making Frank Maraviglia	Non-credit course devoted to the practical application of creative proceses: takes participants through stages of fact-finding, idea-finding, and solution-finding.(Human Development-Management, -Relationships)
University College Continuing Education for Women	Values Clarification Mary Sheila Scoones	Non-credit course is designed to help persons discover and develop their own values. (Human Development-Management, -Relationships)
University College Continuing Education for Women	Working Together: Enhancing Your Effectiveness With Others Sloane Dugan, Glen Frank and Cecelia Taylor	Non-credit course aim is to facilitate an individual's initiation of their own personal and professional development in interpersonal, task oriented settings. (Human Development-Relationships)

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
University College Human Development 610 East Fayette Street 423-3294 Mary Iverson	Child and Family Studies Mary Iverson	College Credit Courses are offered on such topics as: Development of the Young Child in the Family; Marriage and Family Relations and Critical Incidents in Family Development. (Human Development - Management, - Leisure, - Health and Safety, - Relationships) Descriptive material available
University College Human Development	Environmental Arts Mary Iverson	College Credit Courses are offered on such topics as: Clothing Construction and Primitive and Non-loom Weaving. (Clothing and Textiles - Management, - Buymanship, - Leisure) Descriptive material available
University College Human Development	Family Economics Mary Iverson	College Credit Courses deal with personal financial management. (Human Development - Management, - Buymanship) Descriptive material available
University College Human Development	Human Development Mary Iverson	College Credit Course focuses on developing personal effectiveness through communication skills. (Human Development - Relationships)

AGENCY NAME - ADDRESS PHONE - DIRECTOR	PROGRAM NAME - COORDINATOR	PROGRAM DESCRIPTION
University Methodist Church 1085 East Genesee Street 475-7277 The Rev. James Lange The Rev. James Engel	Metropolitan Young Adults The Rev. James Engel	Single Adults discuss such topics as: human sexuality, communication, and interpersonal relationships. (Human Development - Relationships)
University Methodist Church	Post High Group The Rev. James Engel	Group luncheon provides fellowship and also discussion on such topics as situation ethics for young adults. (Human Development - Relationships)
University Methodist Church	K-Group The Rev. James Engel	Married couples deal with interpersonal relationships. (Human Development - Relationships)
YWCA 339 East Onondaga Street 422-9167 Marie Sidoti Mary Faith Sutton	Sewing Anna Stave	Sewing program centers around developing skills in clothing construction. (Clothing and Textiles - Management) Descriptive material available
YWCA	Cooking Anna Stava	Cooking program focuses on basic food preparation skills. (Food and Nutrition - Management) Descriptive material available

YWCA	YWCA Residence Program Judy Beardsley	Group discussions follow presentation by speakers, panel, or film on topics of interest: care of your body - nutrition and health practices, abuse of your body - drugs and alchohol, human sexuality, and you and your feelings. (Food and Nutrition - Health and Safety, Human Development - Health and Safety, - Relationships) Descriptive material available
Young Mothers Education Development (Y.M.E.D.) 644 Madison Street 476-0091 Robert McDougal	Career Component Robert McDougal	Course aims at developing skills in being "employable," - filling out an application, interviewing and work attitudes. Also deals with realities in the job market. (Food and Nutrition - Careers, Housing, Furnishings, Equipment - Careers, Clothing Textiles - Careers, Human Development - Careers) Descriptive material available
Y.M.E.D.	Child Development Component Karen West	Program focuses on the needs of the child - physical, social, psychological emotional as well as the needs of the mother during the stages of pregnancy. (Human Development - Leisure, - Health and Safety, - Relationships) Descriptive material available

Y.M.E.D.	Nutrition Component Betty Dodd	Deals with basic nutrition concepts and specifically with nutritional needs of the pregnant mother and the growing infant. (Food and Nutrition - Buymanship, - Health and Safety, - Relationships) Descriptive material available
Y.M.E.D	Home Economics Component Nancy Iffiander	Provides educational experiences in management and buymanship in cooperation with the T-House program. Also introduces decorating ideas for economical leisure activities. (Food and Nutrition - Management, - Buymanship, - Leisure; Housing, Furnishing, and Equipment, - Leisure; Clothing and Textiles - Management, - Buymanship, - Leisure) Descriptive material available

APPENDIX B

CITY AGENCY LIST CENTRAL QUADRANT

Category 1 EDUCATION INSTITUTIONS

Adult Basic Learning Center
644 Madison Street
478-5603

All-University Gerontology Center
1200 Almond Street
423-4683

Central Technical High School
Parent Teachers Association
204 E. Adams Street
474-2994

Continuing Education in the City
of Syracuse
258 East Adams Street
476-1068/475-7271

Danforth School
Parent Teacher Association
220 West Kennedy Street
478-0146

McCarthy School
Parent Teacher Association
116 West Glen Avenue
472-8414

McKinley School
Parent Teacher Association
141 West Newell Street
478-3609

Syracuse City School District
Department of Home Economics -T-House
644 Madison Street
474-6031

Syracuse University
Educational Development Center
107 Waverly Street
476-1434

St. Anthony's School
417 West Colvin Street
475-3146

University College
610 East Fayette Street
423-3294

Category 1 continued

Y.M.E.D.
644 Madison Street
476-0091

Category 2 RELIGIOUS ORGANIZATIONS

African Methodist Episcopal Church
711 East Fayette Street

All Saints Episcopal Church
1800 South Salina Street
476-6469

Apostle Church of Jesus Christ
327 Cortland Avenue
472-1645

Bethany Baptist Church
601 Irving Avenue
476-0711

Bell Grove Baptist Church
1236 South State Street
476-7391

Catholic Charities
Keener Seniors
255 East Onondaga Street
422-4642

Catholic Charities
Family Life Division
240 East Onondaga Street
422-3175

Church of God
271 West Kennedy Street

Church of Latter Day Saints
801 East Colvin Street
476-5943

Evangelical Lutheran Church
116 West Glen Avenue
492-9095

First Progressive Baptist Church
2217 South Salina Street
476-3038

Category 2 continued

First Spiritualist Church
535 Oakwood Avenue
475-4832

First Baptist Church
350 Montgomery Street
474-4225

First Gospel Church
304 East Onondaga Street

First Church of Christ Scientist Church
720 East Genesee Street

First Methodist Church
317 East Jefferson Street
472-7091

Four Square Gospel Church
229 Webster Avenue
476-2538

Friendship Mission Baptist
2306 South Salina Street
476-1849

Furman Street Methodist Church
140 Furman Street

Hebrew Baptist Church
1409 South McBride Street

Hopps Memorial Church
110 South State Street
478-0191

Jewish Family Service Bureau
502 South Warren Street
474-4249

Jewish Welfare Federation
321 East Jefferson Street
472-3348

New Jerusalem Church of God
1641 South Salina Street
478-3282

Category 2 continued

Park Central Presbyterian Church
504 East Fayette Street
475-1677

Plymouth Congregational Church
232 East Onondaga Street

Mount Moriah Baptist Church
1248 South State Street

Mount Siani Holiness
2311 South Salina Street

New Hope Mission Baptist
241 LaFayette Street

New Jerusalem Baptist Church
1034 Montgomery Street
478-4278

Penticost Baptist Church
1122 South State Street
478-0495

Redeem House of God
2200 South State Street
478-8415

Reformed Presbyterian Church
2517 South Salina Street
476-5618

Refuge Tabernacle Church
311 Oakwood Avenue
475-2693

South Presbyterian Church
2110 South Salina Street
478-2105

St. Anthony's Convent
425 West Colvin Street

St. Anthony's Parish
439 West Colvin Street

St. Pauls Episcopal Church
226 Fayette Street
474-6053

category 2 continued

St. Thomas More Chapel
112 Walnut Place
478-5959

Temple Society of Concord
910 Madison Street
475-9952

Triumph Church
303 Oakwood Avenue

True Vine Mission Baptist Church
205 University Avenue

Tucker Mission Baptist Church
515 Oakwood Avenue
475-8175

University Methodist Church
1085 East Genesee Street
475-7277

Category 3 GOVERNMENT AGENCIES

Accent Neighborhood Office
420 Washington Street
473-4280

Berkshire Farm For Boys
416 South Warren Street
422-0082

City County Youth Board
505 East Fayette Street
477-7482

City Division of Urban Improvement
134 East Genesee Street
473-2790

Onondaga County
Cooperative Extension
Expanded Food and Nutrition
Education Program
1001 South McBride Street
644 Madison Street
1207 Almond Street

Cultural Resources Center
113 East Onondaga Street
471-1761

Category 3 continued

Human Resources Development Institute
309 South Franklin Street
422-5189

Manpower Development
Training Program
910 Madison Street
476-8325

Office of Consumer Affairs
420 Washington Street
473-3240

New York State Youth Counseling Division
333 East Washington Street
473-8023

Pioneer - Mulberry Recreation Project
320 New Street

Regional Planning and Development Board
321 Water Street
422-8276

Syracuse Housing Authority
516 Burt Street
475-6181

State of New York Office of Planning
109 South Warren Street
473-8341

State Public Service Commission
206 East Genesee Street
473-8254

Syracuse Hill Urban Renewal
813 Genesee Street

Syracuse Housing Development
State Tower Building
422-3151

Syracuse - Onondaga County Planning
300 East Fayette Street
477-7311

Syracuse Youth Referral
620 South Salina Street
473-4682

Urban League on The Job Training
501 East Fayette Street
477-7987

Category 4 LIBRARIES

Syracuse Public Library
Beauchamp Branch
2110 South Salina Street
473-4395

Syracuse Public Library
Main Branch
327 Montgomery Street
473-4489

Category 5 HEALTH AGENCIES

Family Medical Center
Community Health Project
316 Renwick Avenue

Hutchings Psychiatric Center
600 Madison Street
473-4957

Health Association of Onondaga County
700 Water Street
475-1743

New York State Department of
Mental Hygiene
Regional Educational Center
716 East Genesee Street
473-4953

Onondaga Neighborhood Health Center
819 South Salina Street
476-7921

Syracuse Psychiatric Hospital Outreach
708 Irving Avenue
473-4900

Category 6 VOLUNTEER AGENCIES

AARP
215 East Jefferson Street
422-6673

ACCORD
264 East Onondaga Street
422-2331

Category 6 continued

American Civil Liberties Union
103 South Warren Street
471-2821

Better Business Bureau
120 East Washington Street
479-6635

Boy's Clubs of Syracuse
430 East Genesee Street
472-6714

Citizen's Foundation
113 East Onondaga Street
471-5721

Dunbar Association
1453 South State Street
476-4629

Debt Counseling Service of Syracuse
114 South Warren Street
474-6026

Family Service Center
302 Burt Street
475-0144

Home Aids of Central New York
McBride Street Coffee House
1001 South McBride Street
478-8213

Laubach Literacy Incorporated
1011 Harrison Street
476-4051

MECCA
215 East Jefferson Street
472-7011

Meals on Wheels
300 Burt Street
478-5948

Near East Side Adventures
1085 East Genesee Street
472-6361

Near Eastside Adventurers
819 Madison Avenue
478-0901

Category 6 continued

P.E.A.C.E. Incorporated
Southeast Neighborhood Center
111 Furman Street
475-8996

Rescue Mission Community Center
1029 Montgomery Street
476-7613

Salvaion Army Golden Age Club
749 South Warren Street
475-1688

Planned Parenthood
1120 East Genesee Street
475-3193

Volunteer Information and Referral
103 East Water Street
474-7011

YMCA
340 Montgomery Street
474-6851

YWCA
339 East Onondaga Street
422-9167

Category 7 LEGAL AGENCIES

Legal Aid
433 South Warren Street
422-8191

Onondaga Neighborhood Legal Services
827 East Genesee Street
475-3127

PIRG
114 South Warren Street
471-7004

Syracuse University Law Clinic
125 Stadium Place
423-4587

Category 8 DAY CARE PARENT PROGRAMS

First Baptist Church
Child Development Center
350 Montgomery Street
422-1618

P.E.A.C.E. Incorporated
All Saints Head Start Center
1800 South Salina Street
475-0176

P.E.A.C.E. Incorporated
East Side Day Care Center
910 Madison Street
475-9952

Plymouth Day Care Center
232 East Onondaga Street
474-5581

Salvation Army
Day Care Program
215 Oakwood Avenue
757 South Warren Street
476-2139

St. Vincent's Day Care Center
264 East Onondaga Street
422-4670

Syracuse City School District
Special Projects
Pre Kindergarten
910 Erie Blvd East
474-6031

Syracuse University
College of Human Development
Children's Center
1085 East Genesee Street
423-3023/423-3856

APPENDIX C

October 2, 1974

Program Directors:

The Home Economics Department of the Syracuse City School District has received Vocational Education funding through the State Department of Education to conduct a survey of agencies serving adult and out-of-school youth groups with programs and activities related to and requiring consumer and homemaking knowledge and skills. Needs expressed by participants provide agencies with program direction. This same information (perceived needs) as applied to the four areas of consumer and homemaking education will assist secondary level teachers in designing teaching-learning experiences which emphasize the skills most needed for living in today's society.

A list of these agencies and descriptions of their programs will be distributed to high school home economics teachers that they might inform students of programs which will provide further opportunity for growth and development in personal, family, and community living.

Dr. Alexander Charters, Professor of Adult Education at Syracuse University has worked closely with our interviewer, Ms. Judith Warren, and myself in developing this survey. You can help us by talking with Ms. Warren about your program.

Thank you for your cooperation.

Very truly yours,

Margaret A. Dewar
Supervisor of Instruction, Secondary

MAD:amc

APPENDIX D

References Consulted

Community Services Directory
(Syracuse, New York: Volunteer Center Incorporated, 103 East Water Street, c. 1973) 218pp.

Everything You Always Wanted To Know About Syracuse (But Didn't Know Where To Ask) (Syracuse, New York: Accent Neighborhood Office, Room 208, City Hall, c. 1974) 35pp., 5 maps.

Help A Guide To Community Services For Older Citizens
(Syracuse, New York: Volunteer Center Incorporated, 103 East Water Street, c. 1973) 43pp.

Polk's Syracuse City Directory
(Massachuttes: R. L. Polk and Co. Incorporated, 1973)

Syracuse Area Youth Services Directory
(Syracuse, New York: Mayor's Task Force on Youth Development, Room 217, City Hall, c. 1973) 26pp.

The Single Mother's Guide To Community Services
(Syracuse, New York: Women's Information Center, 104 Avondale Place c. 1973) 50pp.

SUPPLEMENT TO SURVEY OF COMMUNITY AGENCIES WITH ADULT EDUCATION RELATED PROGRAMS, SYRACUSE CITY SCHOOL DISTRICT

While collecting the data as reported in the above named survey, the personnel of the agencies provided the interviewer with additional data that were not reported as part of the project funded by the State Education Department (N.Y.) This information which was not summarized nor analyzed as a part of the project related to length of sessions, number of sessions and number of participants. The data have been converted to Participant Hours (PH) for each Program Instance (P). The results are recorded in the attached Table.

The data were collected according to the same criteria and procedures as previously reported, but have additional limitations as follows:

1. Complete data were not available for every Program Instance.
2. The information provided was in some cases only estimated by the interviewee because full records were not kept for all programs.

Useable data were obtained from 128 of 223 of the Program Instances. Because the sample was not pre-selected the data do not warrant elaborate analysis. However, from the data in the attached Table and Table II of the Survey Report, two observations are as follows:

A. In Cell IV C, 3 of the total 5 Program Instances provided 1884 Participant Hours which is over 6 times the number of Participant Hours (293) provided by all 3 of the Program Instances in Cell IV B.

B. In Cell IV F, 34 of the total Program Instances provided 188,365 Participant Hours which is over 215 times the number of Participant Hours (874) provided by all 3 of the Program Instances in Cell III D.

These two observations suggest that the number of Participant Hours might be well gathered as a significant indicator of agency impact.

In future studies, the number of Participant Hours might be well gathered as a significant indicator of agency impact.

Alexander N. Charters
September/75

Professor of Adult Education
Syracuse University

TABLE

NUMBER OF PROGRAM INSTANCES (P) and PARTICIPANT HOURS (PH) by CELLS

Subject Area	Content Emphasis A Management	B Buymanship	C Leisure	D Careers	E Health & Safety	F Relationships
I Food and Nutrition	P = 5 PH = 1275	P = 6 PH = 1288	P = 6 PH = 1639	P = 3 PH = 670	P = 13 PH = 7097	P = 2 PH = 28
II Housing Furnishings and Equipment	P = 3 PH = 524	P = 4 PH = 1093	P = 4 PH = 3032	P = 2 PH = 442	P = 2 PH = 269	P = 1 PH = 25
III Clothing and Textiles	P = 5 PH = 1216	P = 5 PH = 3397	P = 4 PH = 888	P = 3 PH = 874	P = 2 PH = 269	P = 1 PH = 25
IV Human Development	P = 5 PH = 2008	P = 3 PH = 293	P = 3 PH = 1884	P = 2 PH = 442	P = 10 PH = 20841	P = 34 PH = 188365

TOTAL (P) 128

TOTAL (PH) 238591